UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
MUSI 301 - Music and Popular Culture
Fall 2017

Instructor Office Email Office Hours	adam patrick bell CHF220 adam.bell@ucalgary.ca TBD
Day(s),time(s) and location of Class	Monday, Wednesday 3:30-4:45am CHF 202
Out of class activities	Attend a live concert (not necessary to pay to do so)
Learning resources: required readings, textbooks and materials	No required textbook; students will select readings based on instructor guidelines for assignments.
Prerequisites	None.
Supplementary fees	None.
Course description	Survey and specific examination of popular music and culture, ranging from classical styles to rock, within an historical and sociological context. The course will examine the meaning and messages of popular music, and its impact on present-day culture. Topics may include The Beatles and Rolling Stones, Rock and Roll, Black Music, jazz, music and media, blues, Sinatra, Broadway and others. Also known as: (formerly Music History and Literature 309)
Course learning outcomes	By the completion of this course, successful students will be able to: 1. analyze a documentary film 2. analyze a popular press article 3. analyze an academic article 4. discuss key topics in popular music history from rock and roll to the present 5. explain the phenomena of cultural contexts in which popular musics are made 6. prepare and deliver a brief presentation to their peers on a contemporary topic in popular music 7. analyze popular music as a socio-cultural construction using various models of analysis presented throughout the course 8. review a concert 9. develop critical thinking and writing skills 10. make music—at a level appropriate for the learner—with free software
Assessment components	**Quarterly Assessments** **Value: 10% Each (40% total)** **Type: written in class AND/OR take home and submitted online.** **Due Date: TBD** **Description:** Quarterly assignments follow one of two formats as determined by the instructor. Format 1: Requires up to three hours of writing, similar to an in-class exam, however, students are permitted to work on these assignments at home and have one week to submit them. The format is a series of short answer questions, ranging in length from multiple sentence answers to multiple paragraph answers.

Format 2: In-class written test comprised of multiple choice and/or short answer questions

Discussions
Value: 10%
Type: In class
Due Date: TBD
Description:

Over the course of the semester you will participate in various in-class discussions as they relate to the lecture topics. Students will be assessed for their level of engagement in class discussions.

Literature Review 1: Documentary Review
Value: 10%
Due Date: TBD
Type: Written. Submitted online.

Description:

The first form of "literacy" we'll explore in this course is film literacy. This should be a fun assignment. To start, you need to find a music documentary (doc) to review. There are many options out there, so you shouldn't have too hard of a time in finding something that interests you. If you have Netflix or something similar you have a big library to choose from, and if you don't have any of those, there are still lots of great docs on YouTube and other websites.

What should the documentary be about? As long as it fits within the scope of the course (i.e., it's about popular music in some regard) I'm ok with it. It should be at least 45 minutes long. If you want to do a series of episodes instead like Foo Fighters Sonic Highways or something like that, please get in touch with me in advance for pre-approval. There tends to be more hip-hop stuff on YouTube and similar sites as opposed to Netflix etc (although there are some). Rock docs tend to be in more abundance. If you're feeling stuck, you can always contact me and I'll give some recommendations.

The assignment: 300-500 words. What's the main storyline of the doc? What was particularly interesting to you and what parts would you have happily skipped over? Did you learn something new, something you didn't know before watching this doc? Did you feel a connection to the film beyond just being a music fan? Could you relate to the topic of the film in any way? What's the single most important takeaway from this film? And finally, give the doc a rating, use any system you want (thumbs up/down, 5 stars, etc.)

Literature Review 2: Popular Press
Value: 10%
Due Date: TBD
Type: Written. Submitted online.
Description:

The second form of "literacy" we'll explore in this course is print literacy, specifically from popular music media.

You need to find a feature article on an artist or subject that somehow ties into this course. I'm purposely leaving this broad and open to interpretation so that you can find something that you're truly interested in reading about. If you're into rock for example, Rolling Stone and Spin are obvious places to look first. Likewise, with hip-hop, the Source and Vibe are convenient go-to options. But I don't want to limit you to obvious choices, I'm well aware that if you're really into a specific kind of music, there is a massive world of print and web media out there that do great features.

What's a feature article? I've provided some examples below so you can get the gist, but basically, features are longer articles, usually in the ballpark of 4,000-5,000 words. **Your article MUST be at least 4,000 words long. If you're unsure, use https://wordcounter.net/ (Links to an external site.)**

Examples:

http://grantland.com/features/rakim-big-daddy-kane-hip-hop-icons/ (Links to an external site.)
http://www.newyorker.com/magazine/2012/03/26/the-song-machine (Links to an external site.)

The assignment:

1. Provide a link to the article so I can check it out. Just like I did for you above here.

2. Like the documentary assignment, write **300-500 words** providing a synopsis (summary) of the article. What's the point or the main message of the article? Do you agree with the author? If so, why? If not, why? I'd really like you to read the article critically and not just take the author's word for it. Even the very best, most well-researched article is going to have a bias underlying it. It's your job to detect that bias, regardless if you agree with the author or not. If you pick a topic you already know a lot about you might be able to detect holes in the author's knowledge base or argument. This happens to me all the time in this course as there are often students who know a specific genre of music better than me. I know the general lay of the land, but of course it is impossible to have detailed knowledge of every genre. I've made the mistake of making a misguided generalization or getting a fact wrong and students are always quick to call me out on it! I think that's great, we should keep each other on our toes to try to make each other better.

	Finally, as you did with the documentary assignment, tell me the takeaway, what's the single most important thing you'll remember from reading this article? And one last step, end your review with a "save it" or skip it". I want to know if the article you chose is worth reading or not. **Literature Review #3: Academic Press Review** **Value: 10%** **Due Date: TBD** **Type: Written. Submitted online.** **Description:** For our last form of "literacy" we'll examine in this course, we'll remain under the umbrella of text, but we're going to focus on the academic press. Academia is a curious culture. To many, much of what academics do and write about seems so specific that it isn't relevant to the broader problems we encounter in everyday life. And yet, here we are in a college classroom engaging in academic thinking, reading, and writing, because on some level we highly value a higher education, whether it's because it makes us smarter, gets us a job, or enriches our quality of life in some way. So, since we're already here, it would be shame to ignore academia's top thinkers and writers in popular music. What do I mean by 'academic press'? In order to have an article published in a well-respected academic journal, it must go through a rigorous process called peer-review. What this means is that a group of people in the same field read a submitted manuscript and decide whether or not it meets their high standards for publication. Peer-reviewers consider many different aspects, of course they care about the quality of writing, but they pay particular attention to how the article was researched and how the argument is put forth and substantiated. As a UCalgary student, you have access to zillions (ok, well maybe not that many) of academic journals. For this assignment you are going to select an article from one of the following journals: 1. Popular Music, 2. Journal of Popular Music Studies, 3. Popular Music and Society, or 4. Popular Music History Select a research article to review. **NOTE: You CANNOT use an editorial, introduction article, or review article. These are typically short articles ranging anywhere from 1 to 4 pages.** The assignment: 1. Provide a reference for the article that contains the following information. Author Name, Article Title Name, Journal Name, Year of Publication, Journal Information (volume, pages) for example: Bell, A.P. (2015). This article is so awesome. Journal of Awesomeness 32.1, pp. 4-89. 2. Like the previous assignments, write 300-500 words giving me a synopsis

(summary) of the article. What's the point or the main message of the article? Do you agree with author? If so, why? If not, why? I'd really like you to read the article critically and not just take the author's word for it. Even the very best, most well-researched article is going to have a bias underlying it. It's your job to detect that bias, regardless if you agree with the author or not. If you pick a topic you already know a lot about you might be able to detect holes in the author's knowledge base or argument.

Finally, as you did with the documentary assignment, tell me the takeaway, what's the single most important thing you'll remember from reading this article? And one last step, end your review with a "save it" or skip it". I want to know if the article you chose is worth reading or not.

Do I know that this is a difficult assignment? YES! But, don't fret, it's really not so bad. I'm confident that you'll be able to make sense of some of the annoyingly wordy academic writing style and weird lingo to make sense of it all.

Concert Review
Value: 5%
Due Date: TBD
Written. Submitted online.
Description:

We listen to a lot of recorded music in this class, and that's all fine and good but to really experience rock, hip-hop, or whatever you're into, you must do so live.

The primary task of this assignment is to attend a live concert before the course is finished. The second task of this assignment is write a review of it. You don't need to go to a big ticket concert, although you're welcome to do that. You can go to an open mic night, a community center concert, a church concert, etc. There are lots of free and cheap options. The review will be done as a discussion post for everyone else in the class to read. By the end of the course we should have 70 different reviews of live music from the Calgary area. Information you need to include:

1. Name of venue and location

2. Name of musical artist(s) you went to see

3. Your review. What should go into a review? That's really up to you. It does not need to be overly long, somewhere around 300 words tends to make for a solid review. Usually reviewers talk about the atmosphere and evaluate the experience overall. Do your best to describe the scene so we can get a sense of what it would be like to be there in person. Tell us what the best part of the concert was, like the standout song. Give us a recommendation as to whether we should check out this artist in the future or not. Does the artist measure up to their recording(s)? Are they better live, or would we be better off saving our hard earned money and just listening to them at home?

	Popular Music Group Presentation **Value: 10%** **Due Date: TBD** **Prezi. Link submitted online.** **Description:** In this assignment we will teach each other about current musical trends by creating a presentation accompanied by a slide show (Prezi, Powerpoint, Google, etc.). The phenomenon your presentation is about may be broad such as a musical genre or more specific such as an artist who is an important figure in current music. **The topic must address an artist or phenomenon after 2000.** Prezi is free with an .edu account (which you have). Use this link to sign up for a free education account:https://prezi.com/prezi-for-education/ (Links to an external site.) The slide show must contain at least 5 slides. Slides may incorporate text, images, audio, or video. A grading rubric and example is provided below to give you a clear idea of what is expected for this assignment. **What Your Presentation Needs to Include** The presentation should address the following: 1. An introduction to the phenomenon (the topic) and/or description of the phenomenon. 2. The significance of the phenomenon (topic) in current popular culture. Answer the question, why or what makes this a phenomenon? 3. References (minimum of 2) about the phenomenon (topic) from popular or scholarly media (No Wikipedia) (Yes, you can use your documentary, popular press, and academic press reviews) 4. Examples of the phenomenon images/audio/video 5. A question to stimulate class discussion/thinking **The presentation should be 8-10 minutes, followed by 5 minutes of facilitated discussion by the presenters.**
Assessment expectations	Guidelines for Submitting Assignments All assignments will be submitted online on the assigned due dates (as decided by a majority vote of the class). Criteria That Must Be Met To Pass With the exception of the presentation assignment, and some software-based music making tasks (counted in discussions) all assignments are written.

In the case of the midterm and final assignments, each question has a stated point value and students must answer a question completely to receive full points. Partial points will be awarded for partial answers. Partial points will not be awarded for incorrect or irrelevant answers.

Written assignments must meet the word count minimums

For all other written assignments, three criteria are considered in evaluating written assignments: content (50%), depth of analysis (25%), and writing quality (25%). Students will be given a three category score accordingly.

For all written assignments, the instructor or teaching assistant may award these grades as letters (see below), which will then be converted to a percentage (see "Grading Scale" below)

Grade	Grade Point Value	Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance, showing comprehensive understanding of subj
A-	3.70	
B+	3.30	
B	3.00	Good - clearly above average performance with knowledge of subject matter ge
B-	2.70	
C+	2.30	
C	2.00	Satisfactory - basic understanding of the subject matter.
C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or individual undergraduate faculty regulations.)
*D+	1.30	
*D	1.00	Minimal pass - marginal performance; generally insufficient preparation for sub in the same subject.
EW	0	Extenuating Circumstance Withdrawals. (See **B.14.3**)
F	0	Fail - unsatisfactory performance or failure to meet course requirements.
**I	0	Incomplete - unsatisfactory (effective January 2007).

The Prezi assignment has a specific rubric of required items to be included. The grade is calculated simply by the presence or absence of these items.

Expectations for Writing:
Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.

Early Assignments
Literature Review assignments submitted at least one week in advance of the due date will receive a 10% bonus (equivalent to a 1% bonus overall)

Late Assignments
Assignments up to 1 week late will be accepted with a 25% penalty. Assignments more than 1 week late will be assessed a grade of 0 (zero).

Expectations for Attendance and Participation:

	Please refer to the Undergraduate Calendar E.3 Attendance for details. There is no 'attendance' grade, however, 15% of the grade is allotted for discussion, much of which will occur in class. Further, midterm and final assignments will require knowledge of content covered in class lectures.
Grading scale	A+ = 100-98%; A = 97-94%; A- = 93-90%; B+ = 89-86%; B = 85-80%; B- = 79-76%; C+ = 75-70%; C = 69-66%; C - = 65-60; D+ = 59-56%; D = 55-51%; F = 50.99% or lower
Academic accommodation	Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .
Academic integrity, plagiarism	The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism-- Using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
Student misconduct	ucalgary.ca/pubs/calendar/current/k.html
FOIP	ucalgary.ca/secretariat/privacy
Emergency evacuation	Assembly points for emergencies have been identified across campus. **THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT.** For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.
Safewalk	220-5333 anytime. ucalgary.ca/security/safewalk
Students' union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact
Midterm and final examination scheduling	Final examinations may be scheduled at any time during the examination period (12-22 December for Fall 2016 term; 15-26 April for Winter 2017 term); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final

Deferrals of exams/term work	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
SCPA Claim Your Seat Program: Student Guidelines	1. The Claim Your Seat (CYS) program, funded by the Students' Union Quality Money, allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from 45 minutes prior to 15 minutes prior to the performance start time, they arrive to the CYS table next to the Box Office and show their Unicard. If students arrive after 15 minutes prior to the performance start time, they can go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket. 5. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time. 6. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.
Academic standing	ucalgary.ca/pubs/calendar/current/f.html
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Faculty of Arts program advising and student information resources	For academic advising, visit the Arts Students' Centre (ASC) for answers about course registration, graduation checks, and the 'big picture' on programs and majors. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.
Course outlines for transfer credit	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
Letter of permission	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
Undergraduate associations	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca